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ABSTRACT

TEMPLE UNIVERSITY'S INTERN TEACHING PROGRAM, A SELF-SUPPORTING GRADUATE PROGRAM TO DEVELOP LIBERAL ARTS AND SCIENCE GRADUATES AS SECONDARY SCHOOL TEACHERS, INVOLVES TWO YEARS OF FULL-TIME TEACHING AND FORMAL COURSE WORK ON THE CAMPUS. A HIGHLY SELECTIVE PROGRAM, IT LEADS TO A PROVISIONAL TEACHING CERTIFICATE AND A MASTER'S DEGREE. AN INTENSIVE SUMMER ORIENTATION CONFRONTS THE INTERNS WITH THE REALITY OF THE CLASSROOM WHILE SUPPLYING HIM WITH SURVIVAL SKILLS AND TOOLS FOR ANALYZING HIS OWN TEACHING BEHAVIOR. HE IS THEN PLACED IN A FULL-SALARIED TEACHING POSITION UNDER SUPERVISION. FIRST-YEAR ACTIVITIES INCLUDE A WEEKLY SEMINAR ON CAMPUS AND COURSE WORK FOCUSING ON THE NATURE OF LEARNING, THE SCHOOL'S ROLE IN SOCIETY, AND SPECIAL SUBJECT METHODS. THE PROGRAM IS INDIVIDUALIZED TO PERMIT ADDITIONAL WORK IN THE INTERN'S ACADEMIC FIELD OR IN PROFESSIONAL EDUCATION. INNOVATIVE TECHNIQUES AND DEVICES ARE UTILIZED DURING WEEKLY VISITS BY THE SUPERVISOR TO PROVIDE FOR ANALYSIS OF THE INTERN'S TEACHING. SUPERVISION IS PROVIDED IN HIS SUBJECT AREA. THE BASIC THEME IS "HUMANIZED TRAINING THROUGH GROWING INTERN RESPONSIBILITIES FOR PROFESSIONAL DECISIONS." PRESENTLY THE PROGRAM EMPLOYS 24 STAFF MEMBERS FOR SUPERVISION ALONE AND RECEIVES COOPERATION OF PUBLIC SCHOOLS IN THE FORM OF ASSIGNMENT OF SCHOOL PERSONNEL TO THE SUPERVISION STAFF. APPROXIMATELY 120 INTERNS ARE ADMITTED ANNUALLY; MORE THAN EIGHT OUT OF 10 GRADUATES REMAIN IN TEACHING. (JS)

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THE INTERN TEACHING PROGRAM FOR COLLEGE GRADUATES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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COLLEGE OF EDUCATION
TEMPLE UNIVERSITY
1968

Russell A. Hill, Director
H. Bernard Miller, Associate Director

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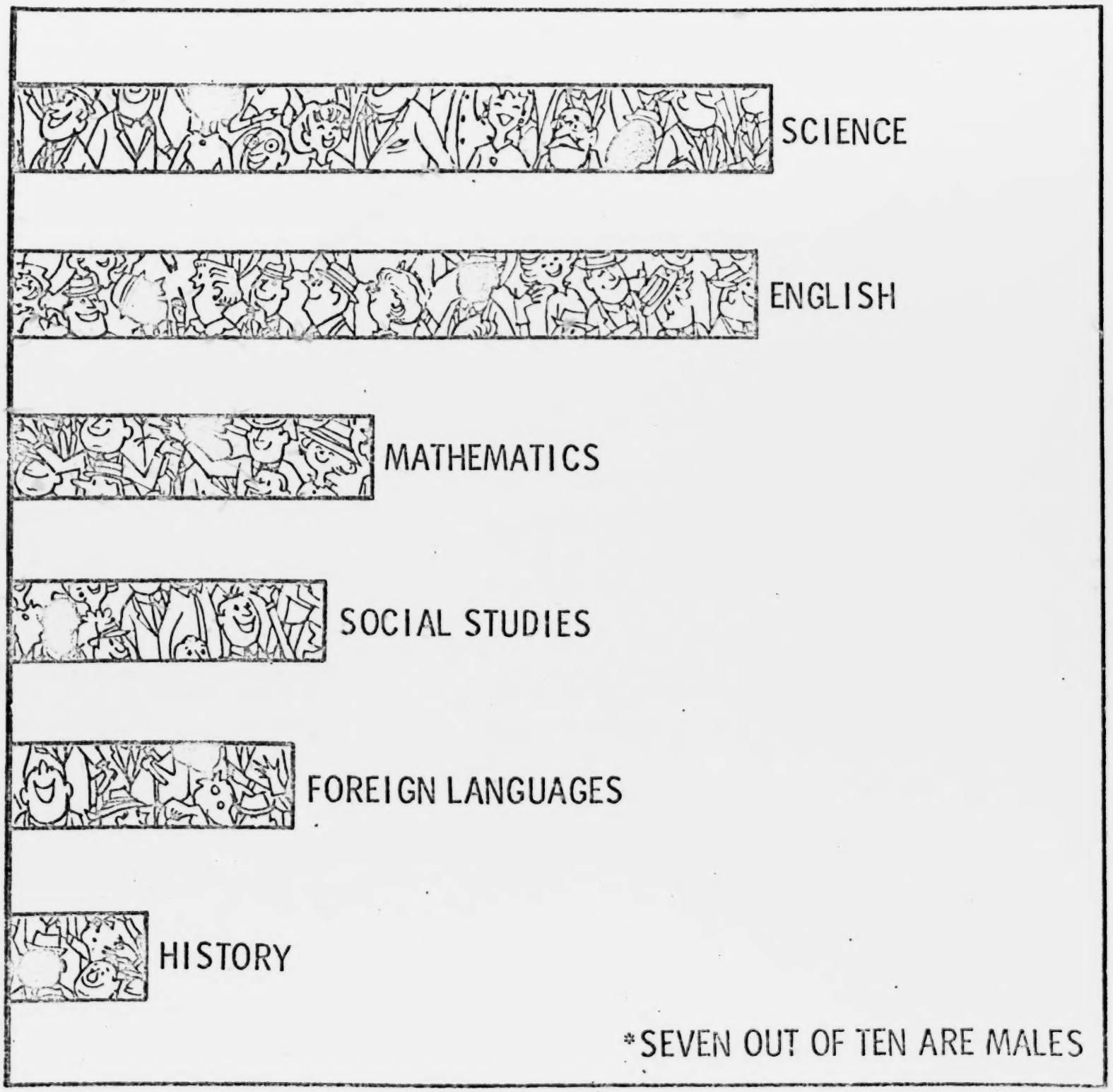
INTERNS SUBJECT AREAS



The Intern Teaching Program at Temple University is a self-supporting graduate program having as its overall objective, the development of liberal arts and science graduates as secondary school teachers. The program requires a minimum of two years during which time the intern is employed as a fully salaried teacher, and is enrolled in a program of formal course work on the University campus. Upon completion of the program the intern has earned a provisional teaching certificate and a master's degree and has demonstrated skills, attitudes, and professional competencies necessary for effective teaching.

This highly selective program attains quality through aggressive recruitment and thoughtful screening. Approximately 120 interns are admitted annually. The program provides an alternative route for college graduates who select secondary school teaching from among many vocational possibilities. The program assists in the placement of its interns in responsible teaching situations in schools ranging from the inner city of Philadelphia to well-endowed suburban school districts. This enables the intern to remain financially independent while pursuing graduate study which might otherwise have to be delayed.

An intensive initial summer experience confronts the intern with the reality of the classroom while supplying him with survival skills and the tools for analyzing his own teaching behavior.

The best preparation for teaching is guided experience. This guidance is best attained through a close one-to-one relationship between intern teacher and experienced supervisor in the teacher's own classroom. Thus, the heaviest commitment of time and financial expenditure is to supervision that stresses analysis by the teacher of his own responses to the teaching situation. This sustained supervisory contact takes place at least weekly over a period of two years.

During the first year, the intern participates in a weekly seminar on campus with a group of his peers. His formal course work focuses upon the nature of learning, the school's role in society, and special subject methods. The program is individualized to permit the intern to take additional work in his academic field or in professional education.

The impact of the program is demonstrated in the fact that more than eight out of ten graduates remain in teaching or closely related activities. Continuing and expanding cooperation with and financial support from local school districts further attests to the contribution of the Intern Teaching Program to the community and to the profession served.

CHARACTERISTICS OF ITP

--- leads to certification in English, History, Social Studies, Mathematics, Foreign Language or Science, at the secondary school level.

--- has been granted program approval to certify teachers by the Pennsylvania Department of Public Instruction and the New Jersey State Department of Education.

--- has approximately 200 participants under supervision during 1968-69.

--- requires its participants to become admitted to the Graduate School as master's degree candidates.

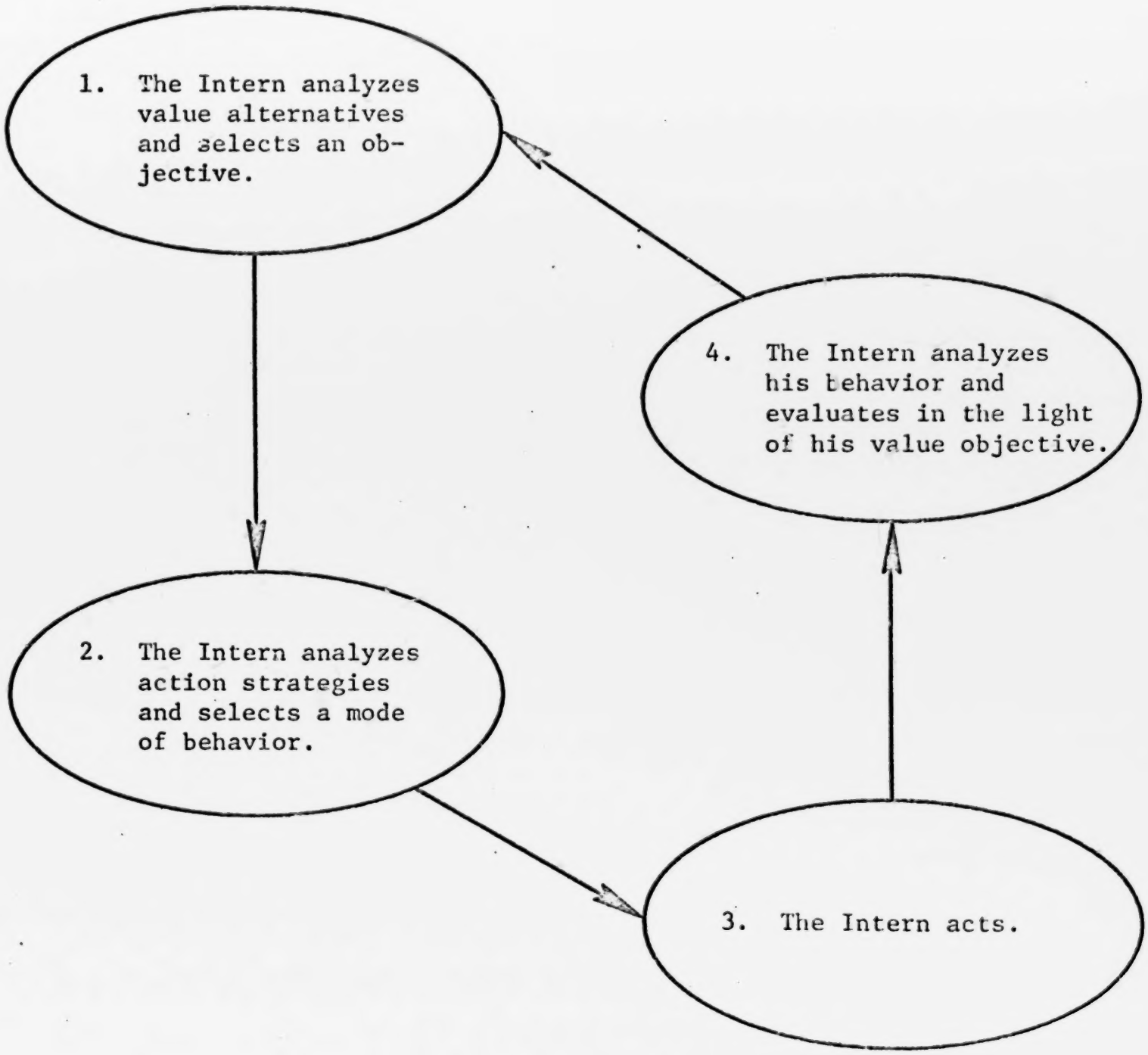
--- places its interns in full-time teaching positions, under supervision.

--- stresses analysis of teaching behavior and action based on analysis.

--- utilizes innovative techniques and devices such as micro-teaching and portable videotape equipment in preparing its participants.

THE BASIC PROGRAMATIC THEME:

HUMANIZED TRAINING THROUGH GROWING INTERN RESPONSIBILITIES FOR PROFESSIONAL DECISIONS.


1. The Intern analyzes value alternatives and selects an objective.
2. The Intern analyzes action strategies and selects a mode of behavior.
3. The Intern acts.
4. The Intern analyzes his behavior and evaluates in the light of his value objective.

The Program sets the context , raises alternatives, provides counsel, and helps the Intern see himself as he cycles through these decisions.

FUNDING OF ITP

---is designed for interns who are full salaried with incomes ranging from $5500 to $6700 as first year teachers.

---is basically supported by tuitions paid by the participants to the University

---receives financial support of public schools beyond teachers' salaries in the amount of $35,000.

ITP PERSONNEL

---employs twenty-four staff members for supervision alone

---receives the cooperation of public schools in the form of assignment of school personnel to the ITP staff for supervision.

ITP PARTICIPANTS

---has an enrollment in which 7 out of 10 interns are males.

---is currently preparing 25 interns in Social Studies, 11 in History, 54 in English, 56 in Science, 29 in Mathematics, and 23 in Foreign Languages.

ITP'S PROCESS OF TEACHER EDUCATION

The truly professional teacher must meet and adapt to the school situation. His ability derives from his capacity for analysis based on understanding of theory and cognizance of the best teaching practices and leading to efficacious action. Professionalism also involves the humanity of the individual. The Intern Teaching Program respects the intern's values because they <u>are</u> <u>his</u>, while challenging them so that the intern can see his values in relation to reality and make sound decisions.

The professional grows from self-analysis to the analysis of total relationships. The Intern Teaching Program attempts to foster this spiraling

growth, while at the same time respecting personal integrity as a factor of professionalism. The student is not merely a name but a person who is important.

The prospective applicant begins a process of analysis when he considers a teaching career. He must analyze his motives and qualifications, then act upon his findings by submitting his application. Selected applicants are invited to the campus for personal interviews. Acceptance thus is based not just on a paper record but on the acquaintance with the individual applicant as a human being. The prospective intern accepts the Intern Teaching Program as much as he is being accepted by it.

--- received 2500 requests from graduates of arts and science colleges for information and applications in 1968.

--- received 450 completed applications in 1968.

--- invited 250 applicants to in-person screening sessions in 1968.

--- accepted 126 persons from twenty-six States spanning the United States in 1968.

The spiral of analysis continues as the intern enters a summer orientation. His analysis of the teaching act begins with his learning of a descriptive system for recording classroom behavior. The intern gains experience in micro-teaching situations and then in teaching full classes. He observes experienced teachers, plans and performs teaching activities, discusses his efforts in seminars, confers with his cooperating teachers, and interacts with his peers. He is brought face-to-face with the analytical process that will characterize his professional life.

The dignity of the individual intern is constantly reasserted throughout the program. As some interms come to see the realities of teaching, they decide to seek other careers. A few interns are counselled out of teaching. Interns suggest changes in the program, which further illustrates to them their importance. The intern is not someone who is undergoing an indoctrination, but a person who grows in his own right.

--- utilized 9 schools in 5 school districts in providing experience

--- released 8 of 126 interns during the 1968 summer orientation

The placement service offered by the Intern Teaching Program attempts to match the intern to the teaching situation. As part of the Placement Workshop, the intern analyzes information about the school where he may be teaching, visits the school, and has the opportunity to relate himself with a position. The placement service, in effect, does not place the intern --- the intern places himself by selecting the school.

--- provides placement in 98 schools, representing 46 school districts in 5 counties within a 30-mile radius of Temple University.

--- permits interns to be full-salaried with incomes ranging from $5500 to $6700 as beginning teachers.

With full time teaching the analysis spiral widens. The intern attends weekly seminars exchanging experiences and information with fellow interns under the leadership of a staff member. The intern moves from emotional reactions to generalizations about teaching based on evidence. His thinking is respected but his ideas are challenged so that he must support them.

Weekly visits by the supervisor, and personal conferences with him, provide further opportunities to the intern for analysis of his teaching experiences. The supervisor's basic approach is to help the intern see himself. Audio tapes, video-tapes and behavioral analysis are among the tools used by the supervisor. Supervision is provided in the intern's subject area, and supervisory loads are light enough to ensure the intern ample attention and time. The supervision style changes from the first year to the second as the intern's growth and experiences lead him to independent analysis. Meanwhile, graduate course work provides the intern with more tools for analysis.

As a graduate of the Intern Teaching Program, the teacher possesses the highest credentials of the profession. He carries with him the capacity to analyze and to act efficaciously. He carries into practice the respect for his students' integrity, the same respect that was accorded him by the program. He knows himself, he knows the classroom, he knows his profession, and he knows success.

---8 out of 10 of 600+ ITP graduates still in the teaching field.

---interns show increasing skill in involving children as measured by behavior research.